DOCUMENT RESUME

ED 215 147 CE 031 905

AUTHOR Budke, Wesley E.; Gordon, Ruth
TITLE Vocational Education Program Improvement. A Summary of State-Administered Projects in FY 1981.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Jan 82
CONTRACT 300-78-0032
NOTE 25p.; For related documents see ED 194 768 and ED 198 263.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Vocational Education; *Curriculum Development; *Demonstration Programs; Educational Research; Elementary Secondary Education; Postsecondary Education; *Program Improvement; *Research Projects; *State Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS *Education Amendments 1976

ABSTRACT

This summary report presents information regarding the 899 research, innovative and exemplary, and curriculum development projects conducted under the Education Amendments of 1976 during fiscal year 1981. Following an introduction, the methodology used to compile the data is described. The findings section presents the data in six tables: (1) state program improvement projects by state, (2) state program improvement projects by legislative section, (3) recipients of project funding, (4) target educational levels, (5) problem areas addressed by projects, and (6) products and outcomes of projects. These conclusions are listed: the reporting system works, more funds are obligated for support services than program improvement, states obligate about equal amounts on the three categories, amounts obligated for projects vary considerably, projects have focused on every educational level and are being conducted by educational institutions and agencies at every level, and the greatest number of projects have focused on instructional improvement. Five recommendations are made: clarification and reinforcement of responsibility of state research coordinating units (RCUs) to supply program information, RCU personnel training to improve reporting of project information, expansion of tracking system to accommodate information about state support service and administrative activities, study of results of funding patterns and levels, and planning of multistate cooperative research and development efforts. (YLB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED215147

# VOCATIONAL EDUCATION PROGRAM IMPROVEMENT

## A Summary of State-Administered Projects in FY 1981

Prepared by

Wesley E. Budke

and

Ruth Gordon

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

January 1982

CE 031 905

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda Pfister

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## FUNDING INFORMATION


| | |
|---|---|
| Project Title: | National Center for Research in Vocational Education, Clearinghouse Function |
| Contract Number: | 300780032 |
| Project Number: | 051MH10012 |
| Educational Act under Which Funds Were Administered: | Education Amendments of 1976, PL 94-482 |
| Source of Contract: | U.S. Department of Education<br>Office of Vocational and Adult Education<br>Washington, DC |
| Contractor: | The National Center for Research in Vocational Education<br>The Ohio State University<br>Columbus, Ohio 43210 |
| Executive Director: | Robert E. Taylor |
| Disclaimer: | This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy. |
| Discrimination Prohibited: | Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws. |

## FOREWORD

Provisions were made in the Education Amendments of 1976 (P.L. 94-482) for state-administered program improvement projects. During the 1981 fiscal year, 899 research, innovative and exemplary, and curriculum development projects were conducted under this legislative provision. Information about these projects has been reported with respect to location, funding levels, funding recipients, educational levels, problem areas, and outcomes. This summary report will be helpful to legislators, federal program administrators, and state agency personnel by providing answers to questions such as the following:

- o How many projects were conducted and how much money was obligated?
- o How do states compare in the number and kind of projects conducted and the amount of funds obligated?
- o Are projects addressing critical problems and issues?
- o What is the relative emphasis on target audiences and problem areas?
- o What kinds of agencies and organizations are conducting the work?

We are pleased to disseminate this summary of state program improvement projects so that it might be used for program planning and policy development.

We wish to thank the staff members of the state research coordinating units for their cooperation in submitting project descriptions.

Robert E. Taylor
Executive Director
The National Center for
Research in Vocational Education

# INTRODUCTION

The Vocational Education Act of 1963 (P.L. 88-210) was the landmark legislation for vocational education program improvement because it contained broad provisions for research, training, experimental, and demonstration or pilot programs. Funding authorized under the legislation was appropriated by Congress and allocated by the Commissioner for institutional capacity building and for such priorities as program evaluation, resource development, vocational guidance and career choice, organization and administration, and new careers. The subsequent Vocational Education Act of 1968 (P.L. 90-576) authorized support of grants for research, training, exemplary programs, and curriculum development. Part of the research and exemplary programs was to be administered at the state level.

An assessment by the Committee for Vocational Education Research and Development (COVERD 1976) was highly critical of the vocational education research and development program because of its apparent lack of impact due to shifting research priorities, geographic restriction on distribution of R&D funds, lack of coordination between parts, inadequate dissemination and utilization, failure to examine impact, and slow start-up. COVERD faulted vocational education R&D for not focusing on the larger philosophical and policy issues during the previous ten-year period. Other studies by Rand and Development Associates raised concerns about other aspects of the R&D program.

The Education Amendments of 1976 (P.L. 94-482) responded to many of the concerns raised about vocational R&D. It provided for Programs of National Significance to be administered at the federal level and for Program Improvement and Support Services to be administered at the state level. The Act encouraged consolidation of programs, better management, and accountability. The Rules and Regulations for the Act required the state research coordinating units to submit abstracts of contracted program improvement projects to The National Center for Research in Vocational Education and to submit reports and products resulting from the projects within ninety days of completion of the project. The National Center, through its National Center Clearinghouse, publishes abstracts of program improvement projects in Resources in Vocational Education annually, as well as maintains the information in its files for review and analysis.

This database of state program improvement project descriptions can be helpful to practitioners, researchers, administrators, and policymakers. Analysis of information in the database can provide answers to many program development and policymaking questions.

This is the third analysis of the database, the first reported on FY 1978 and 1979 projects and is available through the ERIC system as ED 194 768. The second analysis reported on FY 1980 projects and is available from ERIC as ED 198 263. These reports provide summary data about projects conducted in the states and their focus. They provide information about where projects were conducted, by whom, for what purpose, and with what results. This report does not deal with qualitative and programmatic dimensions of state program improvement projects, nor with impact. These dimensions need further investigation that can be facilitated by the database.

## METHODOLOGY

The database of state-administered program improvement projects has been compiled from descriptive abstracts provided by state research coordinating units. The abstracts served as the data source for the review and analysis conducted by the National Center Clearinghouse staff. The basic steps taken by the staff are described as follows:

1. Abstracts were reviewed by Clearinghouse staff to make sure that all bibliographic and funding information was complete. If some information was missing, states were asked to supply it.

2. Lists of projects were compiled and sent to research coordinating unit directors for verification.

3. Key variables were edited and indexed in the ERIC format.

4. Key variables were coded for computer analysis (i.e., state, fiscal year, legislative section number, project beginning and ending dates, amount of funding, recipient institution, legislative and federal priorities addressed, educational level, target population, vocational service area, and products or outcomes).

5. Data were sorted and tabulated by searching the program improvement (RIVE) database through the Bibliographic Retrieval Services, Inc., Latham, New York.

6. Data were aggregated for display in the six tables in the findings section.

7. Data in the tables were described and analyzed for conclusions, implications, and recommendations.

The methodology used can be replicated in subsequent years as more data become available.

## FINDINGS

The findings reported in this section are based upon data drawn from program improvement project abstracts supplied by state research coordinating units. It is believed that the data are relatively complete (i.e., in excess of 95 percent) because lists of these project abstracts were verified as complete by research coordinating units who administer the program improvement activities. The following data were chosen for attention in this report:

1. State program improvement projects by state in table 1.
2. State program improvement projects by legislative section in table 2.
3. Recipients of project funding in table 3.
4. Target educational levels in table 4.
5. Problem areas addressed by projects in table 5.
6. Products and outcomes of projects in table 6.

The number and funding amounts of projects are displayed by state and legislative section in Appendix A.

Table 1 shows the number of vocational education program improvement projects and federal funds obligated for projects in each of the states and territories under provisions of Sections 131, 132, and 133 of P.L. 94-482 during FY 1981.

1. For FY 1981, states and territories reported 899 program improvement projects for which $24,574,712 was obligated.
2. The number of program improvement projects ranged from zero in six states to seventy-seven in Kentucky.
3. Obligations for program improvement ranged from zero in six states to $3,010,029 in Texas.
4. The average funding for projects was $27,336, with a range of $2,882 in South Carolina to $115,924 in Michigan.

TABLE 1
FY 1981 STATE PROGRAM IMPROVEMENT PROJECTS
BY STATE

| State or Territory | Number of Projects | Obligated Funds |
|---|---|---|
| Alabama | - | - |
| Alaska | 1 | 4,426 |
| Arizona | 12 | 161,744 |
| Arkansas | 10 | 115,216 |
| California | 8 | 585,230 |
| Colorado | 8 | 201,315 |
| Connecticut | 24 | 492,487 |
| Delaware | 11 | 219,798 |
| District of Columbia | - | - |
| Florida | 29 | 1,183,699 |
| Georgia | 27 | 727,570 |
| Guam | - | - |
| Hawaii | 3 | 29,300 |
| Idaho | 2 | 29,500 |
| Illinois | 54 | 2,609,516 |
| Indiana | 35 | 982,119 |
| Iowa | 9 | 166,681 |
| Kansas | 35 | 397,077 |
| Kentucky | 77 | 1,148,642 |
| Louisiana | 21 | 411,179 |
| Maine | 1 | 36,600 |
| Maryland | 14 | 509,990 |
| Massachusetts | 31 | 1,187,297 |
| Michigan | 4 | 463,697 |
| Minnesota | 10 | 262,289 |
| Mississippi | 8 | 735,836 |
| Missouri | 11 | 619,332 |
| Montana | 6 | 42,887 |
| Nebraska | 7 | 101,039 |
| Nevada | 9 | 95,528 |
| New Hampshire | 1 | 10,000 |
| New Jersey | 49 | 811,995 |
| New Mexico | 6 | 273,500 |
| New York | 29 | 1,593,870 |
| North Carolina | - | - |

TABLE 1. continued

| State or Territory | Number of Projects | Obligated Funds |
|---|---|---|
| North Dakota | 12 | 85,999 |
| Ohio | 34 | 1,330,567 |
| Oklahoma | 14 | 229,725 |
| Oregon | 10 | 196,642 |
| Pennsylvania | 54 | 1,532,686 |
| Puerto Rico | - | - |
| Rhode Island | 9 | 99,690 |
| South Carolina | 29 | 83,588 |
| South Dakota | - | - |
| Tennessee | 9 | 178,978 |
| Texas | 60 | 3,010,029 |
| Utah | 3 | 21,192 |
| Vermont | 7 | 61,832 |
| Virginia | 16 | 346,353 |
| Washington | 15 | 71,772 |
| West Virginia | 8 | 126,147 |
| Wisconsin | 43 | 826,984 |
| Wyoming | 24 | 163,169 |
| TOTALS | 899 | 24,574,712 |

Table 2 shows the distribution of projects and funds obligated across the program improvement sections (i.e., research, innovative and exemplary, and curriculum development).

1. Overall program improvement funding was divided among sections approximately equally; however, several states still chose to fund projects under only one or two of the three sections (Appendix A).

2. The 274 projects conducted under Section 131 (research) were funded at an average of $28,626.

3. The 328 projects conducted under Section 132 (innovative and exemplary) were funded at an average of $22,951.

4. The 297 projects conducted under Section 133 (curriculum development) were funded at an average of $30,987.

5. The average funding for state projects within each of the sections (Appendix A) varied considerably:
   - research projects ranged from $3,096 to $96,106
   - innovative and exemplary projects ranged from $3,100 to $65,350
   - curriculum development projects ranged from $2,115 to $255,374

TABLE 2
FY 1981 STATE PROGRAM IMPROVEMENT PROJECTS
BY LEGISLATIVE SECTION

| Legislative Section under Subpart 3 PL 94-482 | Number of Projects | Obligated Funds |
|---|---|---|
| Section 131, Research | 274 | 7,843,592 |
| Section 132, Innovative and Exemplary | 328 | 7,527,905 |
| Section 133, Curriculum Development | 297 | 9,203,215 |
| TOTAL | 899 | 24,574,712 |

Table 3 shows the recipients of project funding in several categories. Percentages shown are for the amount of funds, not for projects.

1. Over 87 percent of the funding was for projects conducted by educational agencies. Four-year colleges and universities conducted 39.4 percent of the projects, followed by local educational agencies (23.1 percent), and two-year colleges (10.4 percent).

2. Noneducational agencies (i.e., research centers, private businesses, public sector, and individuals) conducted projects that were supported with 12.3 percent of the funds.

Table 3
RECIPIENTS OF PROJECT FUNDING

| Institution or Agency | Number of Projects | Funding of Projects | Percentage of Funding |
|---|---|---|---|
| College or University | 323 | 9,668,522 | 39.4 |
| Local Education Agency | 241 | 5,686,149 | 23.1 |
| Community Colleges, Junior Colleges, Technical Institutes | 102 | 2,555,249 | 10.4 |
| Research/Development/ Curriculum Organization | 56 | 2,353,018 | 9.6 |
| Intermediate Education Agency | 63 | 2,184,880 | 8.9 |
| State Education Agency | 87 | 1,403,313 | 5.7 |
| Business/Industry/Labor | 16 | 402,534 | 1.6 |
| Public Sector Organization | 6 | 178,860 | .8 |
| Individuals | 2 | 73,000 | .3 |
| Federal Education Agency | 3 | 49,187 | .2 |
| TOTALS | 899 | 24,574,712 | 100.0 |

Table 4 provides information on the number of projects and funding directed toward target educational levels or combinations of educational levels.

1. The focus of 47.6 percent of the projects were specifically community college, junior college, and technical institute or a combination of high school and postsecondary.

2. The focus of less than 1.0 percent of the program improvement projects are elementary and junior high school.

TABLE 4
TARGET POPULATIONS

| Educational Level | Number of Projects | Amount of Funding | Percentage of Funding |
|---|---|---|---|
| High School and Post-secondary | 337 | 11,701,337 | 47.6 |
| Secondary School | 295 | 6,509,120 | 26.5 |
| Elementary and Secondary School | 49 | 1,620,095 | 6.6 |
| College and University | 83 | 1,451,505 | 5.9 |
| Adult | 44 | 1,173,047 | 4.8 |
| Elementary and Junior High School | 20 | 199,130 | .8 |
| Other | 71 | 1,920,478 | 7.8 |
| TOTALS | 899 | 24,574,712 | 100.0 |

Table 5 shows the problem areas addressed by the state-administered vocational education program improvement projects funded during FY 1981.

1. The largest percentage (36.4 percent) was in the area of curriculum (i.e., management, development).

2. The curriculum, special needs, dissemination, career development, and evaluation areas account for 76.1 percent of the funding.

TABLE 5
PROBLEM AREAS ADDRESSED BY PROJECTS

| Problem Area | Number of Projects | Amount of Funding | Percentage of Funding |
|---|---|---|---|
| Curriculum | 311 | 8,958,883 | 36.4 |
| Special Needs (Handicapped, Gifted, and Disadvantaged) | 111 | 3,113,505 | 12.6 |
| Dissemination | 43 | 2,453,809 | 10.0 |
| Career Development | 97 | 2,354,631 | 9.6 |
| Evaluation | 73 | 1,854,451 | 7.5 |
| Administration and Policy Formulation | 63 | 1,542,942 | 6.3 |
| Basic Skills/Bilingual Education/ Rural Education | 35 | 987,979 | 4.1 |
| School/Community/Industry Linkage | 37 | 860,836 | 3.6 |
| Teacher Education and Personnel Development | 65 | 890,698 | 3.6 |
| Sex Equity | 19 | 259,643 | 1.0 |
| Adult Education | 10 | 234,908 | .9 |
| Other | 35 | 1,062,427 | 4.4 |
| TOTALS | 899 | 24,574,712 | 100.0 |

Table 6 shows the nature of products and outcomes of the 899 vocational education program improvement projects administered by the states in FY 1981.

1. Curriculum and instructional products resulted from 250 or 28.5 percent of the projects.

2. Training programs and inservice education were the outcomes of ninety-seven or 10.8 percent of the projects.

3. Evaluation, assessment, and follow-up was the outcome or product of eighty-two projects (8.8 percent).

4. Career and vocational counseling activities were the outcome of ninety-four projects (10.0 percent).

TABLE 6
PRODUCTS AND OUTCOMES OF PROJECTS

| Product/Outcome | Number of Projects | Amount of Funding | Percentage of Funding |
|---|---|---|---|
| Curriculum and Instructional Products | 250 | 7,024,914 | 28.5 |
| Information Systems and Distribution of Materials | 69 | 3,348,737 | 13.6 |
| Research, Model Building, and Feasibility Studies | 108 | 2,717,733 | 11.0 |
| Training Programs and Workshops | 97 | 2,653,747 | 10.8 |
| Career and Vocational Counseling | 94 | 2,459,083 | 10.0 |
| Evaluation, Needs Assessment, and Follow-Up | 82 | 2,151,241 | 8.8 |
| Inservice Education | 62 | 1,436,328 | 5.8 |
| Handbooks, Guides, Analysis, and Literature Review | 64 | 1,123,157 | 4.6 |
| Information for Planning and Management | 34 | 764,038 | 3.1 |
| Placement and Employment Services | 10 | 204,247 | .9 |
| Other | 29 | 691,487 | 2.9 |
| TOTALS | 899 | 24,574,712 | 100.0 |

## CONCLUSIONS

Several conclusions about the state program improvement effort can be drawn from the information collected and organized by the Clearinghouse for FY 1981.

1. The reporting system is working. Information is flowing from the state research coordinating units to the National Center Clearinghouse on a regular basis. States have ensured the Clearinghouse staff that all projects under Sections 131, 132, and 133 have been reported.

2. More funds are being obligated for support services than for program improvement. State program improvement projects funded under Sections 131, 132, and 133 represent $24,574,712 or 21.9 percent of the total amount allocated to the states for program improvement and support services. It is surmised that the remaining 78.1 percent is being obligated for the support services specified in Sections 134, 135, and 136, and possibly for the administration of the state research coordinating units when this is not reported as a project. States vary in the proportion of funds that they devoted to program improvement.

3. Collectively, the states are obligating about equal amounts on research, innovative and exemplary, and curriculum development products. Individual states, however, vary considerably in this respect, some choosing to fund no projects in certain categories.

4. The amount obligated for each project varies considerably. There is a wide range in project size within and between states. The average funding per project is $27,336. The range is from $487 to $466,419.

5. State program improvement projects have focused on every educational level. Over 47 percent of the state program improvement obligations have been at postsecondary, and combined high school and postsecondary levels.

6. State program improvement projects are being conducted by educational agencies and institutions at every level. Only 13 percent of the state program improvement funds go to projects done by other than educational agencies. The largest share of the work is being done by four-year colleges and universities (39.4 percent), local educational agencies (23.1 percent), and two-year colleges (10.4 percent).

7. The greatest number of projects have focused directly on improvement of instruction (i.e., curriculum and instruction projects, 250; research, model building, and feasibility studies, 108; training programs and workshops, 97; and career and vocational counseling, 94).

8. The level of funding and the type of program improvement activities have changed little since 1978. State program improvement projects funded under Sections 131, 132, and 133 represent 21.9 percent of the total program improvement and support service allocation compared to 19.5 percent in previous years. Curriculum and instructional materials continue to be the most common product or outcome.

Quality, redundancy, and programmatic aspects of state program improvement projects have not yet been examined. Also, there is need to examine how states are setting program improvement priorities, incorporating these into comprehensive state plans, and following through with appropriate sequences of research, curriculum development, demonstration, personnel development, and statewide implementation.

## IMPLICATIONS AND RECOMMENDATIONS

The implications that can be drawn from the conclusions have bearing on R&D policy development at federal and state levels, on decision making related to R&D operations at both levels, and on practices at every level The recommendations that spring from the implications suggest new or adjusted policies, procedures, and practices.

### Implications

1. The reporting system, although working, could be more efficient and effective. Not all projects nor all data elements for projects have been reported. Further, it has taken repeated urging before some states responded with submission of project abstracts.

2. Little is known about support services and administrative activities funded under P.L. 94-482. Currently, states are not required to submit information about guidance, personnel development, or sex equity activities funded under Sections 134, 135, and 136. This represents approximately 78.1 percent of all discretionary program improvement and support service activities in the states.

3. States report program improvement activities in three categories (i.e., research, innovative and exemplary, and curriculum development), but there is little difference in the design of some of the projects assigned to different categories. Examination of project abstracts reveals that there is an uncertain mix of activities funded under each of the categories. State personnel may regard integrity of the categories as unimportant or may be funding the proposals received in each category regardless of methodology because there are no other options.

4. States have different strategies for program improvement as manifested in different funding patterns and levels. The size of projects and the proportion of projects in each category vary considerably by state. It is apparent that many states have encouraged different patterns and levels.

5. Independent funding decisions by states about projects on nationally significant problems may be increasing the chance of viable solutions through diversity; on the other hand, these independent decisions may be decreasing the chance of programmatic approaches and increasing unplanned duplication.

## Recommendations

1. The responsibility of state research coordinating units to supply information about program improvement projects should be further clarified and reinforced. The legislation and administrative regulations regarding submittal of project information should be explicit. Responsibility for enforcement of these regulations should be assumed by the federal agency through information, training, and sanctions (if necessary).

2. Training should be provided to research coordinating unit personnel to improve their ability to organize, prepare, and submit accurate project information.

3. The project information (i.e., tracking) system should be expanded to accommodate information about support service and administrative activities in the states. At the present, only 21.9 percent of the program improvement and support service activity is reported.

4. A study of the results (i.e., project outcomes and products) of various funding patterns and levels would be useful. Although some states undoubtedly seek specific outcomes via certain patterns and levels, others may be less rational.

5. The planning of multistate, multiyear cooperative R&D efforts on nationally significant problems should be encouraged. The initial planning undertaken in late 1979 exemplifies this recommendation.

BIBLIOGRAPHY

An Evaluation of Vocational Exemplary Projects: Part D Vocational Education Act Amendments of 1968. Washington, DC: Development Associates, March 1975. ED 109 475

Arthur, Patricia, and Budke, Wesley E. Current Projects in Vocational Education--FY 1978. State-Administered Projects. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980. ED 189 445

_____. Current Projects in Vocational Education--FY 1979. State-Administered Projects. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980. ED 190 848

Assessing Vocational Education Research and Development. Committee for Vocational Education Research and Development (COVERD). Washington, DC: National Academy of Sciences, 1976. ED 128 654

Budke, Wesley E., and Magisos, Joel H. Vocational Education Program Improvement: A Summary of State-Administered Projects in FY 1978 and 1979. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1980. ED 194 768

Budke, Wesley E. Vocational Education Program Improvement: A Summary of State-Administered Projects in FY 1980. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981. ED 198 263

Gordon, Ruth, Comp. Research and Development Projects in Vocational Education, FY 1970 - 1977. An Annotated Bibliography. Volume I. Federally Administered Projects. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, January 1979. ED 170 532

Gordon, Ruth; Clapp, Wayne; and Budke, Wesley, Comp. Research and Development Projects in Vocational Education, FY 1970 - 1977. An Annotated Bibliography. Volume II. State Administered Projects. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, January 1980. Ed 182 499

Magisos, Joel H., and Moore, Allen B. Evaluation of Vocational Education R&D Programs. An Integrative Analysis of Recent Studies. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977. ED 142 793

Report to the Congress: What is the Role of Federal Assistance for Vocational Education? GAO Report. Washington, DC: Comptroller General of the United State, 31 December 1974. ED 105 132

Resources in Vocational Education. State Program Improvement Projects--FY 1980 Vol. 14, No. 2. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1981. ED 204 613

APPENDIX A

FY 1981 State-Administered

Program Improvement Projects

FY 1981 STATE-ADMINISTERED PROGRAM IMPROVEMENT PROJECTS

| | Sec. 131 (Research) | | Sec. 132 (Exemplary) | | Sec. 133 (Curriculum) | | TOTALS | |
|---|---|---|---|---|---|---|---|---|
| | No. of Projects | Amount | No. of Projects | Amount | No. of Projects | Amount | No. of Projects | Amount |
| Alabama | - | - | - | - | - | - | - | - |
| Alaska | 1 | 4,426 | - | - | - | - | 1 | 4,426 |
| Arizona | 7 | 98,751 | 1 | 19,999 | 4 | 42,994 | 12 | 161,744 |
| Arkansas | 5 | 33,181 | 4 | 69,515 | 1 | 12,520 | 10 | 115,216 |
| California | 5 | 480,506 | - | - | 3 | 104,724 | 8 | 585,230 |
| Colorado | 4 | 66,571 | 4 | 134,744 | - | - | 8 | 201,315 |
| Connecticut | 7 | 93,945 | 13 | 290,858 | 4 | 107,684 | 24 | 492,487 |
| Delaware | 11 | 219,798 | - | - | - | - | 11 | 219,798 |
| District of Columbia | - | - | - | - | - | - | - | - |
| Florida | 17 | 584,365 | 4 | 99,890 | 8 | 499,444 | 29 | 1,183,699 |
| Georgia | 15 | 349,187 | - | - | 12 | 378,383 | 27 | 727,570 |
| Hawaii | 3 | 29,300 | - | - | - | - | 3 | 29,300 |
| Idaho | - | - | 2 | 29,500 | - | - | 2 | 29,500 |
| Illinois | 31 | 1,390,999 | 7 | 457,456 | 16 | 761,061 | 54 | 2,609,516 |
| Indiana | 8 | 291,087 | 11 | 165,170 | 16 | 525,862 | 35 | 982,119 |
| Iowa | 5 | 85,456 | 2 | 60,461 | 2 | 20,764 | 9 | 166,681 |
| Kansas | 5 | 88,761 | 12 | 186,386 | 18 | 121,930 | 35 | 397,077 |
| Kentucky | 15 | 341,310 | 33 | 517,379 | 29 | 289,953 | 77 | 1,148,642 |
| Louisiana | 3 | 68,694 | 4 | 99,474 | 14 | 243,011 | 21 | 411,179 |
| Maine | - | - | 1 | 36,600 | - | - | 1 | 36,600 |
| Maryland | 2 | 8,000 | 1 | 9,000 | 11 | 492,990 | 14 | 509,990 |
| Massachusetts | 2 | 143,758 | 27 | 784,660 | 2 | 258,879 | 31 | 1,187,297 |
| Michigan | 1 | 50,000 | - | - | 3 | 413,697 | 4 | 463,697 |
| Minnesota | 7 | 187,710 | - | - | 3 | 74,579 | 10 | 262,289 |
| Mississippi | 3 | 203,112 | 3 | 21,977 | 2 | 510,747 | 8 | 735,836 |

FY 1981 STATE-ADMINISTERED PROGRAM IMPROVEMENT PROJECTS

| STATE | Sec. 131 (Research) No. of Projects | Sec. 131 (Research) Amount | Sec. 132 (Exemplary) No. of Projects | Sec. 132 (Exemplary) Amount | Sec. 133 (Curriculum) No. of Projects | Sec. 133 (Curriculum) Amount | TOTALS No. of Projects | TOTALS Amount |
|---|---|---|---|---|---|---|---|---|
| Missouri | 4 | 134,666 | 5 | 157,248 | 2 | 327,418 | 11 | 619,332 |
| Montana | 3 | 24,000 | - | - | 3 | 18,887 | 6 | 42,887 |
| Nebraska | 2 | 43,054 | 3 | 15,838 | 2 | 42,147 | 7 | 101,039 |
| Nevada | - | - | 9 | 95,528 | - | - | 9 | 95,528 |
| New Hampshire | - | - | 1 | 10,000 | - | - | 1 | 10,000 |
| New Jersey | 7 | 160,251 | 31 | 461,355 | 11 | 190,389 | 49 | 811,995 |
| New Mexico | 2 | 71,500 | 1 | 25,000 | 3 | 177,000 | 6 | 273,500 |
| New York | 5 | 312,831 | - | - | 24 | 1,281,039 | 29 | 1,593,870 |
| North Carolina | - | - | - | - | - | - | - | - |
| North Dakota | 2 | 18,241 | 5 | 29,249 | 5 | 38,509 | 12 | 85,999 |
| Ohio | - | - | 34 | 1,330,567 | - | - | 34 | 1,330,567 |
| Oklahoma | 4 | 25,725 | - | - | 10 | 204,000 | 14 | 229,725 |
| Oregon | 5 | 92,856 | 3 | 99,557 | 2 | 4,229 | 10 | 196,642 |
| Pennsylvania | 19 | 545,667 | 16 | 541,807 | 19 | 445,212 | 54 | 1,532,686 |
| Rhode Island | - | - | 9 | 99,690 | - | - | 9 | 99,690 |
| South Carolina | 11 | 39,888 | 4 | 25,000 | 14 | 18,700 | 29 | 83,588 |
| South Dakota | - | - | - | - | - | - | - | - |
| Tennessee | - | - | 9 | 178,978 | - | - | 9 | 178,978 |
| Texas | 18 | 714,760 | 34 | 1,147,362 | 8 | 1,147,907 | 60 | 3,010,029 |
| Utah | 2 | 6,192 | 1 | 15,000 | - | - | 3 | 21,192 |
| Vermont | 5 | 39,283 | 2 | 22,549 | - | - | 7 | 61,832 |
| Virginia | 6 | 294,553 | 5 | 25,000 | 5 | 26,800 | 16 | 346,353 |
| Washington | 3 | 33,961 | 2 | 6,200 | 10 | 31,611 | 15 | 71,772 |
| West Virginia | 1 | 34,300 | 3 | 79,000 | 4 | 12,847 | 8 | 126,147 |
| Wisconsin | 12 | 373,179 | 7 | 103,668 | 24 | 350,137 | 43 | 826,984 |
| Wyoming | 6 | 59,768 | 15 | 76,240 | 3 | 27,161 | 24 | 163,169 |
| Guam | - | - | - | - | - | - | - | - |
| Puerto Rico | - | - | - | - | - | - | - | - |
| TOTALS | 274 | 7 843,592 | 328 | 7,527,905 | 297 | 9,203,215 | 899 | 24,574,712 |